



CONSULATE GENERAL OF THE UNITED STATES

DÜSSELDORF • GERMANY

Newsletter for English Teachers June 2006

This Newsletter for English Teachers is a monthly publication by the Information Resource Centers in Germany. It focuses on American Studies topics of relevance to our academic audiences.

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Feature of the Month: Soccer World Cup

Soccer in the U.S.

What the rest of the world calls football, is known as soccer in the United States. Originally called association football (the name soccer is a corruption of "assoc" which is derived in turn from association), soccer is distinguished from American or Canadian football and from rugby in that it is primarily played with the feet.

Soccer was slow to attract fans in the United States, where such sports as baseball, basketball, and American football were more popular. Today, however, according to FIFA (Fédération Internationale de Football Association), the United States has more official soccer players than any other nation in the world - almost 18 million. No other sport crosses so many cultural boundaries, and it no surprise that it is the fastest growing team sport in the United States.

International Participation

The U.S. Soccer Federation was established in 1913. The same year it joined the world governing body FIFA. The first official national championship tournament was played in 1914. Predecessor to the U.S. Open Cup, it is the oldest cup competition in United States soccer and is among the oldest in the world. The annual U.S. Open Cup Open is a single-elimination tournament open to all affiliated amateur and professional teams in the United States.



Are you a U.S. soccer fan or want to find out more about the game? Read the latest news on the U.S. Men's National Team and its preparations for the Soccer World Cup 2006 in Germany. Find out about upcoming events and participate in our online soccer quiz!

See our feature page:

<http://worldcup2006.usembassy.de>

The USA was one of 13 nations to compete in the first FIFA World Cup competition in Montevideo, Uruguay. Argentina beat the U.S. in the semi-final and the United States team, who was favored to win, finished third overall. The U.S. competed in 1934 and then in 1950 at the World Cup in Brazil. In the 1950 tournament, the American team beat England 1-0, one of the biggest upsets in soccer that year. The U.S. returned to World Cup competition in 1990, after a 40-year absence. Since then, it has qualified for each tournament.

In 1994, the United States hosted the World Cup. That sparked increased interest in the sport and built on the legacy of the North American Soccer League (NASL), which in the late 1970s brought international stars like Pelé and Franz Beckenbauer to the United States.

Read more:

- ❑ **U.S. Embassy World Cup Soccer Page** <http://worldcup2006.usembassy.de>
- ❑ **About the USA > Sports > Soccer** <http://usa.usembassy.de/sports-soccer.htm>
- ❑ **Football Glossary German- English**
<http://www.britishembassyworldcup.com/en/glossary.htm>
- ❑ **U.S. Soccer Website:** <http://www.ussoccer.com/teams/mens/index.jsp.html>
- ❑ **Major League U.S. Soccer:** <http://mlsnet.com/MLS/index.jsp>
- ❑ **FIFA World Cup 2006:** <http://fifaworldcup.yahoo.com/06/en/>
- ❑ **Looking at the World Cup A to Z.** Fox News, May 30, 2006
<http://msn.foxsports.com/soccer/story/5641184>

Sports in U.S. Society

Sports play an important role in American society. They enjoy tremendous popularity but more important they are vehicles for transmitting such values as justice, fair play, and teamwork. Sports have contributed to racial and social integration and over history have been a "social glue" bonding the country together.

The United States offers limitless opportunities to engage in sports - either as a participant or as a spectator. Team sports were a part of life in colonial North America. Native American peoples played a variety of ball games including some that may be viewed as earlier forms of lacrosse. The typical American sports of baseball, basketball and football, however, arose from games that were brought to America by the first settlers that arrived from Europe in the 17th century. These games were re-fashioned and elaborated in the course of the 19th century and are now the most popular sports in the United States. Various social rituals have grown up around athletic contests. The local high school football or basketball game represents the biggest event of the week for residents in many communities across the United States. Fans of major university and professional football teams often gather in parking lots outside stadiums to eat a "tailgate" picnic lunch before kickoff, and for parties in front of television sets in each other's homes during the professional championship game, the Super Bowl. Thousands of baseball fans flee the snow and ice of the North for a week or two each winter by making a pilgrimage to training camps in the South and Southwest to watch up close their favorite players prepare for the spring opening of the professional baseball season.

- ❑ **About the USA > Focus on Sports** <http://usa.usembassy.de/sports.htm>
- ❑ **About the USA > School & College Sports** <http://usa.usembassy.de/sports-youth.htm>



Immigration Reform – A Contentious Issue



President Bush congratulates a newly naturalized citizen at a ceremony in Washington, DC, March 27, 2006.
(©AP/WWP)

As a nation built by immigrants, the United States regularly welcomes "new [U.S.] citizens from every corner of the globe" who renew the nation's vitality and enrich its character, said President Bush.

Appearing in Washington at a March 27 naturalization ceremony where people of different ages, backgrounds and countries of origin took the oath of U.S. citizenship, Bush praised the contributions of immigrants whose efforts have shaped U.S. society, including the Irish immigrant who helped design the White House and a Russian-born innovator who helped create the Internet search engine Google.

"Newcomers have a special way of appreciating the opportunities of America, and when they seize those opportunities, our whole nation benefits," said Bush.

"Yet, the United States needs immigration reform that addresses the question of undocumented migrants: people who enter the country illegally, but whose labor is vital to sustaining U.S. agriculture and other business sectors."

"Our nation is now in the midst of [a] debate on immigration policy," Bush said.

"Immigration is ... an emotional topic. And we need to maintain our perspective as we conduct this debate. At its core, immigration is a sign of a confident and secure nation."

The principles laid out in President Bush's proposal for comprehensive immigration reform include securing U.S. borders, creating a temporary worker program, facilitating the ability of employers to verify employment eligibility and holding them accountable for the status of workers they hire, dealing with the illegal immigrants already in the United States, and encouraging the assimilation of new immigrants into U.S. society

- ❑ **President Bush Urges Civil, Dignified Debate on Immigration Reform**
<http://usinfo.state.gov/gi/Archive/2006/Mar/27-331124.html>
- ❑ **President Bush Seeks Temporary Worker Program, Increased Border Security**
<http://usinfo.state.gov/gi/Archive/2006/May/15-516485.html>

Background Information:

- ❑ **White House Immigration Fact Sheet**
Outlining President Bush's plan for immigration reform, the site provides facts, statistics, and detailed information about what the President believes should be done to reform U.S. immigration laws and policies.
<http://www.whitehouse.gov/news/releases/2006/05/20060515-7.html>
- ❑ **Immigration Reform Bill H.R. 4437** "to amend the Immigration and Nationality Act to strengthen enforcement of the immigration laws, to enhance border security, and for other purposes."
<http://thomas.loc.gov/cgi-bin/bdquery/z?d109:h.r.4437:>
- ❑ **Pew Hispanic Center**
The site provides statistical information and studies about America's Hispanic population and has specific links dedicated to immigration issues. <http://pewhispanic.org/>
- ❑ **NYTimes Topics: Immigration and Refugees** *[free registration required]*
NYTimes topic pages collect all the news, reference and archival information, photos, graphics, audio and video files published about the subject on NYTimes.com.
http://topics.nytimes.com/top/reference/timestopics/subjects/i/immigration_and_refugees/index.html

Teaching Materials:

- ❑ **The Immigration Debate in the Classroom 2006**
http://score.rims.k12.ca.us/score_lessons/immigration_debate/
- ❑ **Immigration Debate. PBS NewsHour, March 31, 2006**
http://www.pbs.org/newshour/bb/congress/jan-june06/immigration_3-31.html
- ❑ **Lesson Plan: Immigration Reform -- Understanding The Issue From Different Points Of View, PBS NewsHour Extra**
http://www.pbs.org/newshour/extra/teachers/lessonplans/socialstudies/immigration_reform.html
- ❑ **Naturalization Self Test. USCIS**
<http://www.uscis.gov/graphics/exec/natz/natztest.asp>
Have students answer the sample questions to see what types of knowledge immigrants must have about the U.S.
- ❑ **Teaching with the News. U.S. Immigration Policy: What should we do?**
<http://www.choices.edu/twtm.cfm?id=66>

For more information regarding U.S. immigration history please see:

About the USA > Society > Immigration <http://usa.usembassy.de/society.htm>

Hip-Hop Won't Stop: The Beat, The Rhymes, The Life



Fab 5 Freddy speaks at the launch of the Smithsonian's upcoming history of hip-hop exhibit. (© AP/WWP)

African-American and Latino teens with a turntable and time on their hands in the 1970s invented hip-hop -- born in the USA and now the center of a mega music and fashion industry around the world.

Hip-hop began 30 years ago in the South Bronx, a borough of New York City, a neighborhood that seemed to exemplify the bleakness of poor urban places.

Using turntables to spin old, worn records, kids in the South Bronx began to talk over music, mostly on the streets and in basements in what were called block parties, creating an entirely new music genre and dance form. This "talking over," or MCing (rapping) or DJing (audio mixing or scratching), became the essence of rap music, break dance and graffiti art, according to Marvette Perez, curator at the Smithsonian Institution's National Museum of American History in

Washington, which is planning a new exhibit on the history of hip-hop.

More at <http://americanhistory.si.edu/news/factsheet.cfm?key=30&newskey=324>

Articles:

- ❑ **Hip-Hop Culture Crosses Social Barriers.** Washington File. May 13, 2006:
<http://usinfo.state.gov/scv/Archive/2006/May/12-522164.html>
- ❑ **Is Hip-Hop Already History?** Nadina A. Hira
Smithsonian, May 2006, Vol. 37, Iss. 2; pg. 31, 2 pgs
Whether the Smithsonian will get jiggy is an open question, but the Institution has launched a new initiative to research hip-hop, the once outlaw street music that over three decades has grown into the driving force behind a multi-billion-dollar entertainment and fashion industry. The National Museum of American History

announced the artifact-collecting effort at a February event in New York City attended by such luminaries as recording impresario Russell Simmons, rapper Ice-T, break dancer Crazy Legs, and hip-hop founders Afrika Bambaataa, Kool Herc, and Grandmaster Flash. *[Article is available from your IRC upon request.]*

Teaching Materials:

- ❑ **Flipping the Script - Critical Thinking in a Hip-Hop World**
This web site includes lessons plans to help educators integrate Hip-Hop into a standards-based framework as well as supporting materials and resources.
<http://www.justthink.org/flippingthescript/>
- ❑ **Hip-Hop High (Edutopia)**
A tremendous resource for using hip-hop in education. Lesson plans, articles, unit materials, and other information
http://www.edutopia.org/magazine/ed1article.php?id=Art_1334&issue=sep_05
- ❑ **The Poetics of Hip-Hop. Lesson Plan (ArtsEdge.com)**
<http://artsedge.kennedy-center.org/content/3656/>

Flag Day, June 14, 2006

Flag Day is observed in the United States to commemorate the adoption of the *Stars and Stripes* by the Continental Congress on June 14, 1777. In 1818, after 5 more states joined the Union, Congress passed legislation fixing the number of stripes at 13 and requiring that the number of stars equal the number of states.



National flags are not merely symbols of a country. Their colors and designs convey past history and future goals. Flags have powerful connotations. They speak to the people and politicians. People of one country will burn the flag of another with whose politics they do not agree. To show their anger, students display their own nation's flags with the design altered or cut out completely. Dictators fly flags; dissidents rip them down. In every country of the world, the treatment of a flag displays an opinion or statement. Americans take the treatment of their flag seriously and in the 20th century this has become an important issue. Included in the code of ethics are such rules as the national flag cannot be used for advertising. It cannot cover a monument or any ceilings. It must not be folded while being displayed. No one should write on an American flag. Ships can lower their flags slightly in greeting each other, but otherwise should not be dipped for any other object or person.

Read more at **Celebrate: Holidays in the U.S. – Flag Day**
http://usa.usembassy.de/etexts/hol/celebrate_flagday.pdf

Additional Materials:

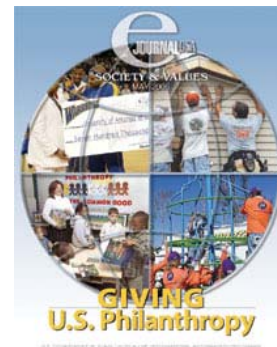
- ❑ **About the USA > U.S. Government > The Flag**
<http://usa.usembassy.de/government-flag.htm>
- ❑ **About the USA > U.S. Government > The Pledge of Allegiance**
<http://usa.usembassy.de/government-pledge.htm>
- ❑ **Flag Day Educational Materials**
<http://www.flagday.org/Pages/EducationalMaterials.html>
- ❑ **Flag Day. (Factmonster.com)** <http://www.factmonster.com/spot/flagday2.html>
- ❑ **The Origin of Flag Day** <http://usa.usembassy.de/etexts/gov/flagday.pdf>

New E-Journal

Giving: U.S. Philanthropy

<http://usinfo.state.gov/journals/itsv/0506/ijse/ijse0506.htm>

This journal highlights several forms of giving and the activities of a wide variety of philanthropic organizations, some under the patronage of the rich and famous, others created and operated by ordinary people. It also contains valuable resources for those who want to learn about nonprofit management, grant writing, and other topics related to modern philanthropy.



Did you know?

If all goes as planned, a new **National Museum of African American History and Culture** will occupy a prominent five-acre site on the National Mall near the Washington Monument, the Smithsonian's Board of Regents announced January 30, 2006. Advocates have long pushed for such a museum; which Congress authorized in 2003. The 19th Smithsonian museum is slated to open in 2016 and cost up to \$400 million. Secretary Lawrence M. Small said it will inspire visitors with "truly American stories of perseverance, courage, talent and triumph."

Article Suggestions

American Pie. Hanna Miller. *American Heritage*, April/May 2006, pp. 30-38.

Pizza has become "the most successful immigrant of all" to the U.S., notes the author. Although it arrived in the U.S. relatively late compared with long-standing favorites such as the hamburger and hot dog, pizza "has secured a special place on the American table." Pizza first came across the Atlantic with the millions of Italian immigrants in the 1920s, and while there were regional variations, it soon coalesced into a version of the traditional Neapolitan pie. Pizza boomed in popularity after World War II, as Americans sought quick and easy food; the article chronicles the growth of the modern pizza industry. Notes the author, "pizza, like teenagedom and rock 'n' roll, is a lasting relic of America's mid-century embrace of good times."

http://www.americanheritage.com/articles/magazine/ah/2006/2/2006_2_30.shtml

American Indians. Are They Making Meaningful Progress at Last? Peter Katel. *CQ Researcher*, April 28, 2006, v16 #16

Winds of change are blowing through Indian Country, improving prospects for many of the nation's 4.4 million Native Americans. The number of tribes managing their own affairs has increased dramatically, and an urban Indian middle class is quietly taking root. The booming revenues of many Indian-owned casinos seem the ultimate proof that Indians are overcoming a history of mistreatment, poverty and exclusion. Yet despite statistical upticks in socioeconomic indicators, American Indians are still poorer, more illness-prone and less likely to be employed than their fellow citizens. Meanwhile, tribal governments remain largely dependent on direct federal funding of basic services —

funding that Indian leaders and congressional supporters decry as inadequate. But government officials say they are still providing essential services despite budget cuts. [Article is not available online, please ask your IRC for a copy.]

Broader Ribbons Across the Land. Logan Thomas Snyder *American History*, June 2006
Whether it is commuting to work, embarking on the great American road trip or something as simple as receiving a product that has wended its way across hundreds, perhaps thousands of miles of highway, nearly everyone in America benefits from the Eisenhower Interstate System on a day-to-day basis. Most Americans, however, do not know the history behind one of the country's greatest public works projects, and fewer still understand the motivation of the man whose personal experience and vision brought the massive and challenging project to fruition. The story of the creation of the Interstate Highway System spans two world wars and the life of one of America's most famous leaders. <http://www.thehistorynet.com/ah/bl-interstate-highways/>

The Long Road Home: Race, Class, and Recovery from Hurricane Katrina.
Susan Cutter and Christopher T Emrich. *Environment*, March 2006, pp. 8-22.
"Hurricane Katrina was not the strongest of the three storms that reached Category Five intensity in terms of wind speeds or central pressures, but converging factors--primarily its strength and landfall location along the Gulf Coast--made it the most devastating and costly hurricane in US history. Here, Cutter et al highlight the challenging tasks of recovery and the implications of the reconstruction process of the region." [Article is not available online, please ask your IRC for a copy.]

The Multitasking Generation. Wallis, Claudia
TIME, March 27, 2006, pp. 48+
Today 82% of kids are online by the seventh grade, according to the Pew Internet and American Life Project. And what they love about the computer is that it offers radio, CD and so much more--games, movies, e-mail, IM, Google, MySpace.
The big finding of a 2005 survey of Americans ages 8 to 18 is not that kids were spending a larger amount of time using electronic media but that they were packing more media exposure into that time: 8.5 hours of "media multitasking"--listening to iTunes, watching a DVD and IMing friends all at the same time. Generation M has a lot to teach parents and teachers about what new technology can do. But it's up to grownups to show them what it can't do, and that there's life beyond the screen. [Article is not available online, please ask your IRC for a copy.]

Members of the U.S. "Baby Boom" Turn 60: The generation that defined American youth culture faces retirement. Elizabeth Kelleher. Washington File, May 20, 2006
<http://usinfo.state.gov/xarchives/display.html?p=washfile-english&y=2006&m=May&x=20060515142727berehellek0.6126673&t=scv/lc-latest.html>

Some of these articles were taken from InfoAlert - InfoAlert highlights recent articles and reports from leading U.S. journals and policy sources and provides informed commentary on international and domestic issues. Many articles are available "full text", some articles maybe password-protected. [More articles are available through our InfoAlert service at http://infoalert.usembassy.de](http://infoalert.usembassy.de) To register for a password, please contact us at infoalert.de@state.gov.

Web Site Suggestions

The New Americans

<http://www.pbs.org/independentlens/newamericans/index.html>

Companion to a Public Broadcasting Service (PBS) Independent Lens documentary about "a diverse group of immigrants and refugees as they leave their home ... and learn what it means to be new Americans in the 21st century." Immigrants include Nigerian refugee families, Palestinian bride, Dominican baseball player, Mexican farmer, and an Indian technical worker. Features material about the cultural riches brought by these people.

The Atlantic. Celebrating 150 Years

<http://www.theatlantic.com/ideastour/>

"Throughout this year, the popular magazine "The Atlantic" is celebrating .. [their] upcoming 150th anniversary. ... To honor this milestone, The Atlantic is dedicating each issue in 2006 to the 150th anniversary, reprising the most significant archived editorial content from the past 150 years." Featured Archives currently include 'Women's Rights', 'Nature & Environment', 'Markets & Morals', 'Civil Rights', and 'Politics & Presidents'.

Youth Radio

<http://www.youthradio.org>

Youth Radio is fast becoming a compelling and insightful media phenomenon that should be watched closely. Their mission, as their website puts it, is ".... is to promote young people's intellectual creative and professional growth through training and access to media and to produce the highest quality original media for local and national outlets." Of course, the real heart of the site contains the actual programming, which is streamed 24 hours aday, 7 days a week. Along with unique mix of music, individuals can listen to a host of stories reported by young people. Visitors can also browse a list of recently added stories by topic, which include relationships, society, sports, poetry, and health.

American Heritage Guide to the Best of the Web

<http://www.americanheritage.com/bow/>

"This is a critical guide to the World Wide Web's very best sites about history and about topics of historical interest, from the editors of AmericanHeritage.com and compiled by Jillian Sim. We want it to be comprehensive and definitive."

This site offers a directory of Internet-based history resources arranged by broad topics such as "Great General History Websites", "The U.S. Presidents", "Native American History", and "African American History". Each section is then split into subchapters.

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Wir nehmen Ihre Anregungen gerne auf.